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ABSTRACT

The Department of Public Instruction is actively involved in efforts to improve the school experience and educational outcomes in Wisconsin. Chapter 1, "What Are the Characteristics of Successful Schools?" examines the seven characteristics of successful schools, which describe the school environment, goals, and management strategies and allow all students to meet high achievement standards: (1) vision; (2) leadership; (3) high academic standards; (4) standards of the heart; (5) family, school, and community partnerships; (6) professional development; and (7) evidence of success. Each characteristic of success integrates equity and diversity concerns into every aspect of education, including school improvement plans, activities, resource allocation decisions, classroom environments, curriculum and instructional plans, and every policy and procedure. Chapter 1 includes 22 references. Chapter 2, "Where Are We Now?" helps school teams initiate a wide-ranging dialogue about school strengths and weaknesses in each of the seven characteristics. This chapter includes self-assessment tools and offers a number of possible actions for each characteristic: (8) vision; (9) leadership; (10) high academic standards; (11) standards of the heart; (12) family, school, and community partnerships; (13) professional development; and (14) evidence of success. Chapter 3, "How Do We Bring It All Together?" encourages school-community teams to pose five important questions using the data gathered through the assessment tools: (1) Where are we now? (2) What is our target? (3) How will we get there? (4) How will we know if we are on target? and (5) How will we continue to focus and sustain our efforts. School improvements rarely develop in sequence, and the Department's seven characteristics can help build a common framework helping schools improve student achievement. Chapter 4 contains Appendix A, "Selected resources," Appendix B, "Wisconsin Equity Framework," and Appendix C, "Implementation Report," provide contact information for reader feedback.) (TEJ)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Characteristics of Successful Schools

Wisconsin Department of Public Instruction
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Contents

Foreword v
Acknowledgments vii
Introduction ix

1 What Are the Characteristics of Successful Schools?
Overview 1
Vision 1
Leadership 3
High Academic Standards 4
Standards of the Heart 5
Family, School, and Community Partnerships 7
Professional Development 8
Evidence of Success 9
Bibliography of Research 10

2 Where Are We Now?
Overview 13
Inventory Instructions 14
Vision: A Common Understanding of Goals, Principles, and Expectations For Everyone in the Learning Community 15
Possible Actions for Improving Vision 16
Leadership: A Group of Individuals Dedicated to Helping the Learning Community Reach Its Vision 17
Possible Actions for Improving Leadership 18
High Academic Standards: A Description of What Students Need to Know and Be Able to Do 19
Possible Actions for Improving High Academic Standards 20
Standards of the Heart: Helping All Within the Learning Community Become Caring, Contributing, Productive, and Responsible Citizens 21
Possible Actions for Improving Standards of the Heart 22
Family, School, and Community Partnerships: Planning Activities That Ultimately Improve Student Learning 23
Possible Actions for Improving Family, School, and Community Partnerships 24
Professional Development: Consistent, Meaningful Opportunities for Adults in the School Setting to Engage in Continuous Learning 25
Possible Actions for Improving Professional Development 26
Evidence of Success: Collecting and Analyzing Data About Students 27
Possible Actions for Improving Evidence of Success 28

3 How Do We Bring It All Together?

Overview 29

A Process for Creating and Sustaining a Successful School 29

4 Appendixes

A. Selected Resources 38

B. Wisconsin Equity Framework 41

C. Implementation Report 43

Foreword

During my monthly school visits throughout the state, I see remarkable things happening in our schools that restore my hope for the future of our democracy. Students demonstrate their proficiency in traditional academic content areas and in informal curriculum of getting along with others. Young people are engaged in school and community service projects; they are working with peers and teachers, discussing real world problems, and learning how to appreciate and get along with many different kinds of people.

Our schools have been challenged to respond to the increased diversity of learners, despite declining revenues. At the same time they're meeting heightened expectations from the public. What do our citizens want of our schools? By the hundreds, they tell me that they want their sons and daughters to develop those basic skills (including proficiency in technology) needed to be successful in life after high school. Over the past seven years that I have been state superintendent, family and community members have said they also want their children to learn about and demonstrate some commonly accepted values and behaviors; honesty, respect, kindness and decency towards one's fellow human being, responsibility for their actions, and making good decisions that "add value" in their schools and communities.

Wisconsin has invested great time and energy in developing model academic standards that set forth what our young people need to know and be able to do if they are to succeed in school and after graduation. Parents and community members also expect our schools to be educating young people in standards of the heart.

Education is not simply about reading, writing, mathematics, and, the arts; it's also about valuing the diversity of the members of their communities and getting along with others. This dual mission for our schools, educating the hearts *and* minds of all children to high academic and social standards is fundamental to the task of improving schools in our state. While many schools in our state have a clear understanding of this dual mission, they are struggling with how to enhance efforts to accomplish both. That's what this school improvement guide was developed to help schools do: to continue to improve the good things they're already doing and to better educate the whole child.

Department of Public Instruction staff will utilize this guide as they provide support for our schools. I believe this guide can be useful to any school, whether it's high performing, seeks performance gains, or seeking to address the achievement disparities among its diverse student populations. It can help schools examine their efforts in helping all students develop and demonstrate their competence as good academic achievers and good citizens. Please join the department and educators throughout the state as we embrace and support greater success in our schools.

John T. Benson
State Superintendent

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Introduction

Under the State Superintendent's leadership, the Department of Public Instruction is actively involved in the development of a variety of resources related to improving the schooling experience and outcomes across our state. In addition to this publication, the department is also conducting research on effective school practices, revising state curriculum guides, working on a minority student achievement initiative, cosponsoring various CESA staff development events, and redesigning the way state teachers are licensed. The various initiatives led by the staff at the Department of Public Instruction are connected by a common vision, the goals of which are described in this publication. Based on current research, the guide describes a set of characteristics that define the Wisconsin framework for a successful school.

Chapter 1 describes the seven characteristics that comprise a successful school. Briefly, they are:

- **Vision**: having a common understanding of goals, principles and expectations for everyone in the learning-community
- **Leadership**: having a group of individuals dedicated to helping the learning-community reach its vision
- **High Aacademic Standards**: describing what students need to know and be able to do
- **Standards of the Heart**: helping all within the learning community become caring, contributing, productive, and responsible citizens
- **Family, School, and Community Partnership:** "making room at the table" for a child's first and most influential teachers
- **Professional Development**: providing consistent, meaningful opportunities for adults in the school setting to engage in continuous learning
- **Evidence of Success**: collecting and analyzing data about students, programs, and staff

Countless characteristics of successful schools have been generated based on research regarding school reform and improvement. The department purposefully did not list equity, diversity, fairness, and inclusiveness as a separate characteristic; we believe that each characteristic listed above must include and attend to these important principles, commitments, and the corresponding responsive practices. *The essential dynamic is that equity and diversity must be a part of every aspect of education.* This includes every program or school improvement plan; every school-sponsored activity; every resource-allocation decision; every classroom environment, curriculum, and instructional plan; and every policy and procedure of the school. The practice of educational equity should permeate everything that happens in the school.

The resulting framework emphasizes essential elements of a school that is successful at helping all students achieve academically and helping them to be caring, contributing, productive, and responsible citizens. These dual missions, educating the hearts and educating the minds of youth, are considered of equal importance in a school's quest to be successful.

The elements do not stand alone: they are interdependent and part of a dynamic process. Each element must be revisited time and again as the staff gather and examine relevant data, develop and refine their vision; and employ the resources needed to provide leadership, high academic and behavioral standards, and continuous professional development.

Chapter 2 provides a self-assessment tool to help school teams begin thinking about their accomplishments and the future in each of the seven elements. It is not meant as a complete list of essential questions. Rather, it provides a starting place for schoolwide dialogue about the current status and the future vision.

Chapter 3 provides a brief overview of a process for using the data generated by the self-assessment and other sources to create or sustain a successful school. It poses five questions for school-community teams to use to plan improvements or to prioritize current efforts that show promise:

1. **Where are we now?**
   To answer this question, the team must gather a clear picture of current success and needs related to efforts to educate the hearts and minds of all students.

2. **What is our target?**
   Answering this question provides a roadmap for creating and recognizing success.

3. **How will we get there?**
   The school-community team must develop a long range plan, including tasks, timelines, and responsibilities of all involved.

4. **How will we know we're on target and what will we do if we're not?**
   Answers to this question provide short-term benchmarks for the school-community team.

5. **How will we continue to focus and sustain our efforts?**
   Providing the best educational experience possible for all students is not a project to be completed. It's an ongoing process of planning, delivering, reflecting, and refining our services to all children. The school-community team must give thought to sustaining efforts indefinitely and to supporting

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or documenting an institutional memory of its experience. This should prevent reinventing the wheel as teachers, administrators, pupil services personnel as well as students and parents implement change.

In its entirety, this publication provides a starting point for thinking about what it takes to successfully educate all children. This resource, combined with staff expertise, grants and aids, projects, and guides available to Wisconsin schools through the Department of Public Instruction is the "state road map" for improvement initiatives in public education. It is the Department's consensus vision designed to articulate in a simple way the essential elements and steps needed to provide an education that results in high achieving, good citizens.

What Are the Characteristics of Successful Schools?

Overview

This section provides a description of the seven characteristics of a successful school. These characteristics describe the school environment, goals, and management. The ultimate measure of success is a learning community that helps all students, regardless of background or ability, to achieve high standards of scholarship and citizenship.

In this section, you will find for each characteristic:

- a definition
- a rationale for its importance
- key ideas to remember
- examples of the outcomes the characteristic can provide

Vision

Definition

A vision represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A common unifying vision is achieved when the administration, teachers, support staff, students, families, and demographically representative community members are able to clearly communicate that vision through the daily operation of the school district. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

Rationale

A clear vision is like a good road map. Without a good map it is difficult to determine where you are going and, impossible to know when you arrive. A dynamic vision engages and represents the whole community and outlines a path to follow. The vision allows school leaders to create a compelling view that excites and engages other constituents to join in the educational journey.

Key Ideas

1. Effective schools have a clearly defined vision for the improvement of learning for each and every student.
2. Emphasis is on the achievement of a broadly defined set of standards that includes academic knowledge, skill, development, and standards of the heart.
3. Goals are framed in a way that can be benchmarked through the school year and measured at year's end. Progress is recorded and used for improvement efforts.
4. Communication about the goals as well as progress toward them is a regular part of school activities among all constituents.

Successful Schools Have a Vision That:

1. is accompanied by other *strategic planning*. Strategic planning is a data-driven process that guides decision making, as well as program implementation components such as:
   - goal statements
   - means to accomplish the goals
   - timelines.
2. links education standards to teacher expectations and student performance.
3. fosters districtwide expectations and experiences that result in all students mastering challenging standards at proficient or above levels.
4. engages the entire learning community to take responsibility for all students' learning.
5. includes carefully defined terms that are known and supported by all constituents.
6. is developed with representation from a wide variety of publics and all demographic groups.
7. drives resource allocation in the learning as well as the broader community.
8. allows the societal, academic, and organizational components of education to operate in a seamless manner.
9. articulates the learning community's commitment to both excellence and equity in the organization.
10. embraces the dual mission of creating in each student solid and rigorous academic achievement and civic caring and responsibility.

Leadership

Definition

Strong leadership promotes excellence and equity in education and entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people, programs, services, and activities implemented to achieve the school's vision.

Rationale

Effective leadership is essential to the development and continuing improvement of any organization. An educational leader is needed to focus efforts on excellence and equity in education.

Key Ideas

1. Leadership roles are assumed by a variety of persons in addition to principals and superintendents, including teachers, parents, students, and community leaders.
2. Leaders demonstrate knowledge, respect, and responsiveness to the diverse cultures, contributions, and experiences that are part of the school and society.
3. School leaders expect—and hold staff accountable for—challenging all students with a rigorous, culturally relevant curriculum and for demonstrating high expectations for each student.
4. School leaders ensure that each school has financial, material, and programmatic resources adequate to provide each student an equitable opportunity to learn.

Successful Schools Have Leadership That:

1. demonstrates flexibility in dealing with change and a willingness to experiment.
2. makes decisions based on attaining the most positive results for students, rather than on adhering to or maintaining an established system.
3. analyzes disaggregated data from multiple sources and uses it to inform decisions.
4. uses technology effectively to lessen the load of routine tasks and to provide more effective communications.
5. recognizes individual differences in staff and students and provides opportunities to meet their needs.
6. facilitates and builds consensus that guides rather than mandates.
7. uses a blend of top-down and bottom-up decision-making processes.
8. inspires, persuades, and influences others by their own actions and attitudes.
9. stays current on educational research and trends and provides the same information to stakeholders.
10. responds to the needs of culturally and linguistically diverse students and their families.
11. maintains a focus on the possibilities and opportunities instead of the barriers.
12. cultivates support for the school and its mission among all segments of the community, school board, district personnel, and other concerned individuals and groups.

High Academic Standards

Definition

High academic standards describe what students are expected to know and be able to do. High standards in each and every subject are the foundation for academic success.

Rationale

Academic standards provide a clear definition of expectations for all students. Standards serve as a common target for students, staff and parents.

Key Ideas

1. Academic standards clearly identify what all students should know and be able to do across the curriculum.
2. Benchmarks provide evidence of progress toward achieving the standards.
3. To provide students the opportunity to gain the knowledge, skills, and processes identified in the standards. Curriculum, instruction, and climate must be aligned with the standards.
4. In addition to the Wisconsin Student Assessment System, student achievement is assessed at the district, school, and classroom levels through a wide variety of forms such as projects, presentations, and portfolios.

Successful Schools Have High Academic Standards That:

1. expect all students will achieve at high levels.
2. link to local, state, and national standards.
3. establish measurable performance indicators and benchmarks for all students.
4. emphasize conceptual understanding and the application of knowledge, skills, and processes.
5. communicate learning expectations to students and parents.
6. serve as the basis for culturally inclusive curriculum, instructional methodology, resources, and assessment measures for evaluation criteria.
7. are used by teachers to guide instructional planning and implementation for diverse learners.
8. guide assessment strategies which inform students, parents, teachers, and other community members about student achievement.

Standards of the Heart

Definition

In a school, standards of the heart help children become caring, contributing, productive, and responsible members of society. This includes:

- advocating for equity, diversity, fairness, inclusiveness, and justice;
- making responsible decisions;
- caring about others;
- being a contributing member of the community and the broader society;
- developing personal and interpersonal skills; and
- developing and adhering to a core set of values.

Schools that deliberately foster positive character traits in their students are described in many ways. Students and staff may say the school has a positive climate; parents may note it is an equitable school where diversity is valued and stereotyping and harassment are not tolerated. The community might observe that students and staff are often engaged in service to others. In reality, standards of the heart are all of these things, and they add a new dimension to the idea of achievement.

Rationale

The foundations of public education in the United States have always included preparing students to take an active and responsible role in the republic. It is a vision that values students' ability to recognize individual differences acknowledge common bonds, and contribute to the greater good. The world of work requires individuals who are capable of managing their own health and well-being, and who have the skills necessary for problem solving, self-direction, self-motivation, self-reflection, lifelong learning, human relations, conflict resolution, and healthy relationships.

Key Ideas

1. Families, with the support of schools, help children meet life's challenges and become healthy, caring, and productive citizens.
2. Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
3. High expectations for staff and students include expectations for behavior and result in a positive and safe school environment.
4. Schools are places children can learn and practice positive interpersonal, cross-cultural, and citizenship skills.

Successful Schools Have Standards of the Heart That:

1. help students learn and model a core set of values such as respect, honesty, courage, responsibility.
2. create a positive school climate free of stereotyping, harassment, hate, and violence and filled with a concern for justice and fairness.
3. honor the traditions and contributions of all family and community members in the learning community.
4. encourage youth and adults to use their talents to positively address societal issues as a part of democratic citizenship.
5. promote healthy and positive relationships among students and between students and adults.
6. provide a variety of relevant, multicultural curricular and co-curricular programs to engage all students in the schooling experience.
7. establish high expectations for student and staff behavior in the classroom, at school- sponsored events, and across the community.

Family, School, and Community Partnerships

Definition

Family and community participation in the schools recognizes the important role that families, communities, and schools play in helping all children succeed in school and in life. Partners bring their own strengths, skills, perspectives and knowledge to the educational process, and they all need to be welcomed and respected for their contributions.

Rationale

Parents are their children's first and most influential teachers. Research clearly shows that families are important for children's learning, healthy development and school success. When families are engaged in their children's learning, not only do children do better but the school also becomes a better place for all children to learn. Research shows that schools are most effective at ensuring all children perform well in school when they make strong, continuous efforts to work with children's families.

Key Ideas

1. When parents, teachers, students, and others view one another as knowledgeable partners in education, a caring community forms around students.
2. Partnerships should be an integral part of the school's regular work.
3. Students learn and grow at home, at school, and in their communities.
4. The best predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable expectations for their children's achievement and future careers; and (3) become involved in their children's education at home, at school, and in the community.

Successful Schools Have Family and Community Partnerships That:

1. include administrative leadership and support for family-school-community partnerships.
2. provide well-designed, goal-oriented, and culturally responsive activities developed by teachers, parents, administrators, and other stakeholders.
3. are geared to the diverse needs of families and their children and to the particular conditions of each school.
4. foster varied and imaginative forms of two-way communication between home and school, address family skills, enable parents and community members to volunteer, provide learning opportunities at home and in the community, include parents in governance and decision making, and promote collaboration with the community.
5. build on strengths within the family, the school, and the community.
6. recognize that not all parents have experienced affirming and respectful relationships with schools and educators.

Professional Development

Definition

Professional development is a continuous learning process across all levels of education for the entire learning community. Quality professional development expands the capacity of the learning community to realize its vision and reach its goals.

Rationale

Professional development ensures that school staff have the content, process, knowledge, skills, dispositions, and accountability to help all students achieve high standards. For school staff, professional development helps enhance their ability and facilitate organizational change.

Key Ideas

1. Effective professional development is linked to the school vision, strategic plan, and specific "real" concerns in the teaching and learning process.
2. The goal of professional development is to promote continuous learning across all levels of education for the entire learning community and to ensure that such learning is incorporated into the teaching and learning process.
3. Effective staff development is continuous over time, research-based, culturally relevant, and connected to personal professional practice.
4. School leaders must make adequate resources available for continuous professional development, support for change, and accountability for results.

Successful Schools Have Professional Development That:

1. focuses on individual and organizational development related to improving student achievement.
2. develops expertise in both content and process.
3. focuses on teaching and learning for all students.
4. is relevant and research-based.
5. is sustained and supported by modeling, coaching, and specific problem solving.
6. helps school staff meet the needs of a diverse student population.
7. is based on up-to-date knowledge about how people learn.
8. includes accountability measures for changing practice based on the professional development.

Evidence of Success

Definition

Evidence of success is found in the data related to student achievement, behaviors, demographics, programs, and staff perceptions. It facilitates decision making leading to the improvement of teaching and learning.

Rationale

Successful schools gather and use a variety of information (data) to improve teaching and learning. Data gathered becomes a basis for identifying areas of excellence and areas of need.

Key Ideas

1. Evidence both shapes a school's goals and documents progress.
2. Quality evidence uses multiple indicators to identify strengths or needs within a school.
3. Evaluate the quality of evidence according to recognized standards: reliability, validity, and generalizability.
4. While maintaining high standards for all students, monitoring achievement gaps for historically underserved students should be a primary goal; this gap should narrow significantly year after year. Closely monitoring disaggregated data and analysis are key to reducing gaps in students' achievement.

Successful Schools Have Evidence of Success That:

1. is directly related to preset goals and objectives.
2. is recent and relevant.
3. includes academic as well as other student behavior-related information (for example, truancy, attendance, dropout rates, and discipline referrals).
4. is derived from multiple sources.
5. brings about improved achievement results for all students.
6. is communicated in an easily understood way to the learning community.
7. is disaggregated and identifies achievement gaps relative to gender, race, ethnicity, disability, or income.

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CHAPTER TWO

Where Are We Now?

Overview

This Successful School Inventory will help identify a school's perceived strengths in each of the seven characteristics. No doubt every school has begun to implement many of these components. The self-assessment can help identify other areas that could be targeted for improvement over the next several years.

A school team should complete this assessment with input from school staff, students, and community members. Each group will likely have a different perspective on a school's programs. Completing this self-assessment will help prepare a school team to develop an improvement plan.

Inventory Instructions

Give a copy of the self-assessment to each member of the school team.

1. Ask additional student, family, and community representatives to complete the self-assessment as well.
2. Each respondent should rate each element according to the rating scale provided and list the evidence that justifies the rating given.

   Rating Scale

   1 Haven't begun work
   2 Emerging work
   3 Almost where we want to be
   4 Where we want to be

3. As part of a discussion, group establishes a consensus score for each item, though dialogue may be more important than the score. The discussion should also include a review of the documentation gathered to justify the rating given to each item.
4. The group consensus rating must be based on more than perception. Each item includes space to document evidence that justifies the rating given. Complete this section for each element.
5. Compare the consensus rating of the school team to the ratings given by the student, family, and community representatives. You may find certain groups have very different perceptions of the current status from those of the school team. The differences may warrant further investigation and discussion *and* can help pinpoint areas of strength and areas needing further effort. Each item also includes space to write ideas for recommended action. These recommendations will likely range from maintaining current efforts to finding additional information about the current status to undertaking specific tasks to improve the current condition. The inventory is intended to help provide direction; teams can decide how to use or modify the tool to best meet local needs and resources.

Figure 1

Successful School Inventory

School Name	School Year

Role of Person Completing this Inventory

☐ Administrator ☐ Board Member Member ☐ Parent ☐ Volunteer ☐ Pupil Services ☐ Aide ☐ Student ☐ Other *Specify*_____ ☐ School

Gender	Race *Check all that apply*
☐ Female ☐ Male	☐ Black, not of Hispanic Origin ☐ American Indian/Alaskan Native ☐ Hispanic ☐ White, Not of Hispanic Origin ☐ Asian/Pacific Islander

Vision: A Common Understanding of Goals, Principles, and Expectations For Everyone in the Learning Community

Considerations	Rating	How Do You Know?	Recommended Action
District and communitywide unity exists for the vision, and goals for education			
Goals relating to the vision are clearly developed from broad and diverse participation and involvement representative of the school community			
School improvement goals relating to the vision and mission are regularly monitored, evaluated, and updated to maintain current relevance			
The vision defines the goals for equity and excellence in student learning			
Staff, students, and families are provided the necessary resources and support to achieve the vision			
Administration provides leadership for multiple assessment measures and disaggregated results used to drive educational decisions and increase student learning			

Possible Actions for Improving Vision

1. **Build** a demographically representative coalition within the community.
2. **Select** a school community member to be the coleader of the vision process.
3. **Investigate** challenges and opportunities facing all learners.
4. **Develop** the vision and goals based on student achievement and citizenship.
5. **Develop** and clarify beliefs concerning
   - teaching and learning
   - community strengths and needs
   - achievement for all students
   - functions of school leadership, accountability, and school resources
   - equity, diversity, fairness and inclusiveness
6. **Review**, **revise**, or **modify** district employment handbooks, procedures, and expectations based on the vision.
7. **Revisit** the vision throughout the improvement process.

Leadership: A Group of Individuals Dedicated to Helping the Learning Community Reach Its Vision

Considerations	Rating	How Do You Know?	Recommended Action
School leaders analyze data from multiple sources			
School leaders use disaggregated data to make informed decisions			
School leaders effectively adapt to the needs of diverse student and community populations			
School leaders focus on the possibilities and opportunities instead of the barriers			
School leaders effectively secure equitable support for the school and its programs			
School leaders are focused on all student achievement			
School leaders maintain a strong focus on the school's vision			
School leaders promote and account for school policies, procedures, and processes which support equity, diversity, fairness, and inclusiveness			
School leaders create a climate of high expectations and respect for all students, families and community members			
School leaders recognize and reinforce school successes			

Possible Actions for Improving Leadership

1. **Provide** adequate staffing for optimal learning.
2. **Collaborate** with top district administrators and staff as well as diverse teachers, parents, and school staff to set concrete goals tied to high standards for student and school achievement as well as meaningful opportunities to learn.
3. **Identify** school and staff needs based on achievement results and stakeholder input.
4. **Seek and then address** results of surveys and other representative parent and community input in the school's strategic plan.
5. **Include** all staff in the process of change and expect them to make appropriate adjustments in their practices that will improve teaching and learning and result in higher student achievement.
6. **Seek out and visit** research-based models, programs and activities as a guide to choosing reforms.
7. **Incorporate** teacher planning and develop time into the regular schedule so staff can plan, discuss, and set goals and celebrate progress together.
8. **Develop** diverse and representative partnerships with businesses, civic groups, community organizations, human service providers, and institutions of higher education, and others.
9. **Establish** adequate and equitable facilities, including classroom space, materials and equipment, play space, libraries, laboratories, and fine and performing arts facilities.
10. **Monitor and evaluate** school improvement processes.
11. **Recognize and celebrate** school successes.
12. **Create** school environments and school cultures that are accessible, safe, and welcoming for all. Such environments will reflect cultural diversity and inclusiveness.

High Academic Standards: A Description of What Students Need to Know and Be Able to Do

Considerations	Rating	How Do You Know?	Recommended Action
Content standards exist for all disciplines			
The standards are clear and measurable			
Curriculum is aligned to the standards			
Curriculum and instruction is linguistically and culturally relevant			
Teachers are knowledgeable in their subject areas			
Teachers are competent in and use a variety of instructional methods to meet the needs of all learners			
The curriculum plan establishes measurable performance standards and benchmarks at all grade levels			
The curriculum shows alignment with classroom, district and state assessments			
Research-informed instructional practices are identified, discussed, taught, and shared			
The curriculum and instructional methods prepare students for diversity, fairness, democracy, citizenship, and multiple perspectives			

Possible Actions for Improving High Academic Standards

1. **Form** a school curriculum and instruction team that evaluates curriculum and instruction based on diverse student performance, academic content standards, multiple perspectives and inclusiveness.
2. **Implement** a curriculum mapping process to determine what is taught, when, and to whom.
3. **Focus** on equitable and culturally relevant curriculum and instruction at staff professional development and PTA meetings.
4. **Identify** ways to support all students not currently meeting the standards.
5. **Investigate** instructional practices that positively affect student performance such as small class size, tutoring, writing across the curriculum, thematic units, accelerated learning, multicultural curriculum and materials, cooperative learning, and study circles.
6. **Analyze** disaggregated enrollment and performance data and use such data to make educational decisions.
7. **Ensure** all educational courses and programs are geared to the same high academic standards for all students. Avoid tracking and ability grouping.
8. **Offer** extended-day or extended-year learning opportunities.
9. **Provide** quality multicultural and multilingual instructional and support materials.
10. **Frequently** monitor all student learning and provide examples of excellent work.
11. **Conduct** subject-area equity analyses to ensure equitable treatment for all students.
12. **Replace** remedial or compensatory, support programs with those that accelerate and reinforce the same high academic standards for all students.
13. **Employ** equitable, culturally relevant, inclusive and fair instructional practices.

Standards of the Heart: Helping All Within the Learning Community Become Caring, Contributing, Productive, and Responsible Citizens

Considerations	Rating	How Do You Know?	Recommended Action
The school goals include a focus on personal, interpersonal, and citizenship skill development			
The interaction of school staff with each other, students, and parents conveys a concern for social justice and acceptance of people regardless of race, ethnicity, national origin, sexual orientation, marital or parental status, ancestry, creed, gender, disability, age, religion, or socioeconomic status			
Mentoring programs are used to promote positive relationships between diverse students and adults			
Classrooms are well managed, safe, physically inviting, and reflect the diversity of the community, our state, our nation and our world			
Students believe their teachers care about them personally			
Students are recognized for consistently demonstrating positive personal and interpersonal skills			
Behaviors such as harassment, bullying, exclusion or name calling that threaten physical and emotional safety are not tolerated			
All students are engaged in the schooling experience including extracurriculars			
Assessments of student attitudes and behaviors related to health promotion and risk prevention show positive trends			
Student perceptions of the school climate indicate positive trends			
Suspension, expulsion and behavioral referral rates are low			

Possible Actions for Improving Standards of the Heart

1. **Prioritize** character development as a valued measure of success in school.
2. **Assess** student, staff, and family perceptions of the current school climate to identify strengths and needs.
3. **Establish** a comprehensive plan for promoting health and reducing risky behaviors among students at all grade levels.
4. **Recruit and train** community adults to serve as mentors for students.
5. **Identify** teaching strategies that can be implemented to help children become caring, contributing, productive, and responsible citizens.
6. **Develop** policies that include supportive alternatives to help children overcome personal and academic difficulties.
7. **Implement** a zero-tolerance approach to behaviors that threaten student and staff safety.
8. **Assess** the extent to which you are addressing key social and health issues in the curriculum, co-curricular programs, and student services.
9. **Provide** a variety of extra-curricular programs to ensure all students have an equitable opportunity to participate and develop leadership skills.
10. **Provide** staff development opportunities to assist school staff in their role of educating students to become caring, contributing, productive, and responsible.
11. **Establish** methods to recognize all students for the variety of ways they meet or exceed behavioral expectations.
12. **Provide** additional social support to new students.

Family, School, and Community Partnerships: Planning Activities That Ultimately Improve Student Learning

Considerations	Rating	How Do You Know?	Recommended Action
Families are helped and supported with parenting skills and setting home conditions that support children as learners			
Communication between home and school is regular, two-way, and meaningful			
Parents and other community members are included in developing and implementing learning opportunities at home and in the community for all children and other community members			
Advice of family members is sought regarding how they would like to participate as volunteers in the school and community to help all children learn			
Parents are encouraged to attend school board meetings and participate on school committees, site councils, and other decision-making bodies			
A variety of strategies are used to reach out to community members, organizations, adults, families, and children of all ages, races, and socioeconomic backgrounds in the community			
Parents have clear, current, and complete information about the school and their children's progress			
Parents have a clear understanding of how to gain access to the appropriate school officials, to participate in decisions that are made, and to appeal matters pertaining to their children			
Parents and other community members feel welcome in the schools			
Community resources are used to strengthen schools, families, and children's learning			

Possible Actions for Improving Family, School, and Community Partnerships

1. Create an action team for partnerships and link it to the school improvement team.
2. Obtain funds and official support.
3. Provide training and guidelines to action team members including parents, teachers, principals, and other school staff, as well as students.
4. Identify starting points by presenting strengths and needs.
5. Develop a three-year outline.
6. Write a one-year action plan.
7. Enlist staff, parents, students, and community members to help conduct activities.
8. Evaluate implementation and results.
9. Conduct annual celebrations and report progress to all participants.
10. Continue working toward a comprehensive, ongoing, positive program of partnerships.

Professional Development: Consistent, Meaningful Opportunities for Adults in the School Setting to Engage in Continuous Learning

Considerations	Rating	How Do You Know?	Recommended Action
The professional development program focuses on individual, collegial, and organizational improvements			
Professional development activities utilize the expertise of teachers, principals, other school staff, parents, and other community members			
The professional development structure is based on the most current research available			
The professional development structure promotes continuous inquiry by the entire school community			
Sufficient resources exist to support professional development efforts			
The professional development program is evaluated based on its effects on all student's performance			

Possible Actions for Improving Professional Development

1. **Assess** staff development needs related to diverse student achievement and citizenship.
2. **Align** and **prioritize** professional development to meet the school's vision and goals.
3. **Identify** both short-term and long-term professional development needs for everyone in the learning community.
4. **Allocate** appropriate resources such as time, staff, and fiscal resources to support professional development.
5. **Restructure** the school calendar, school year, or school day to effectively use time for professional development.
6. Continually **evaluate** professional development to determine if school, staff, and parent and student needs are being met.
7. **Provide** professional development that is not limited to "sit and get" workshops but that encourages mentoring, modeling, coaching, reflection, and professional dialogue.
8. **Provide** equity and diversity in all professional development opportunities.

Evidence of Success: Collecting and Analyzing Data About Students

Considerations	Rating	How Do You Know?	Recommended Action
Fair and appropriate tools are used consistently to evaluate school goals			
Disaggregated evidence regarding all dimensions of the school, (for example, climate, academic performance, quality of teaching, parent involvement) is gathered from a representative variety of sources			
The academic achievement of historically underserved students (for example, special education or limited English proficient students) is regularly reviewed and used for program improvement			
Course enrollments are reviewed each year to determine equitable access for all students			
Multiple forms of student assessment are used to provide feedback to the learning community			
Quality evidence includes academic and student behavior-related information (for example, dropout rates, attendance, and discipline)			
Disaggregated data is used as a basis for identifying areas of strength and need			
Academic achievement data is used to make program improvements			
Professional development addresses how to ensure fairness in testing and assessment			
Achievement and other gaps are narrowed over time			

Possible Actions for Improving Evidence of Success

1. **Evaluate** assessment tools according to consistency, validity, reliability, fairness, and generalizability.
2. **Review** collected evidence and **identify** where the school or group of students has (1) met or exceeded expected performance goals and (2) not met performance goals.
3. **Use** multiple student assessment forms that are free of gender, racial, culture, and language bias.
4. **Collect** and **disaggregate** data that measures students' opportunities to learn (for example, participation, quality of curriculum offerings, quality of instructional methods and materials, attendance, and graduation rates and test and assessment outcomes).
5. **Establish** benchmarks and timelines for improved student performance and progress, and **allocate** resources to meet improvement needs.
6. Regularly **survey** students, staff, and parents on school climate, equity and diversity issues.
7. Regularly **evaluate** the effectiveness of the school's programs and services to students.
8. **Determine** the factors that contributed to exceptional performance and what contributed to less than expected performance.
9. **Share** disaggregated student achievement data with the learning community.

CHAPTER THREE

How Do We Bring It All Together?

Overview

Building upon the characteristics of successful schools included in the first two sections of this guide, this section offers a sample process for putting the pieces of school reform together. After building an understanding of the characteristics of successful schools and after completing an assessment to determine current conditions, how does one proceed? The process offered here is based on a series of questions and is grounded in the work of Larry Lezotte and Barbara Jacoby in their *Guide to the School Improvement Process Based on Effective Schools Research*. It is further based on the work of Edy Holcomb in her book, *Asking the Right Questions: Tools and Techniques for Teamwork (1997)*.

It is important to realize that school reform and these characteristics of successful schools are *not* linear. School improvement is messy and the results don't occur in "lock-step" or sequential order. Therefore, many in the learning community are challenged by efforts to improve schools. Wisconsin Department of Public Instruction has developed these characteristics and this sample process to build a common framework for helping schools improve the achievement of all students.

The process asks school teams to answer five questions related to the seven characteristics of successful schools. Several of the questions address more than one of the characteristics. For example, the question, How will we reach our target? addresses both academic standards and standards of the heart. In addition to providing high academic standards for all students, we are responsible for helping students become productive citizens. Since school reform is a circular process, the questions and the characteristics can guide a school throughout their school improvement efforts.

The remainder of this section will lay out the method for putting the characteristics of successful schools together. Using the seven characteristics and fitting them into the five question format helps create a process for school improvement efforts.

A Process for Creating and Sustaining a Successful School

The five questions Wisconsin's school improvement process is based on are:

- Where are we now?
- What is our target?
- How will we get there?
- How will we know we're on target? What will we do if we're not?
- How will we continue to focus and sustain our school improvement efforts?

Figure 2

Where Are We Now?

Where Are We Now?

Before any changes are made in school improvement, it is critical to determine the school's successes and needs. In other words, create a clear picture of the school before making any interventions. This will help determine assessments of progress and help with adjustments along the way. Again, is important to remember that school improvement is not a linear process.

The purpose for school improvement is to analyze data patterns to bring about improved achievement for students. In establishing the answer to the first question, Where are we now? begin with data and your vision.

Information from the first and second sections of this guide as well as a variety of local data related to evidence of success will help form the picture of a school's current status. Local data to consider are:

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Student achievement data such as:

- Wisconsin Knowledge and Concepts Examinations (grades 4, 8, and 10)
- Wisconsin Reading Comprehension Test (3rd grade)
- Performance assessments and results
- Portfolio summaries

Demographic data such as:

- attendance reports
- truancy reports
- migration rates
- suspension and expulsion rates

Educational program data such as:

- course sequences and enrollments
- graduation rates
- student/teacher ratios
- parent/community volunteerism

Perceptions data such as:

- parent surveys
- student surveys
- community surveys
- school safety data
- school climate data

Figure 3

What is Our Target

What is Our Target?

This step calls for developing a clear target for improvement. When people clearly understand where they are going and have a good map to get there, the journey becomes an enjoyable and valuable learning experience. It is important to mention again that the target is based on the data used in answering the question, Where are we now?

Involving a variety of people in the process of setting targets for success is important. The more people who know the target and take ownership for reaching the target, the better the chances of sustaining the momentum for change and succeeding.

Creating a school vision is part of setting school improvement targets. Leadership within schools allows resources to be used to reach the target and to bring people along on the journey.

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Figure 4

How Will We Get There

How Will We Get There?

Every journey starts with a single step forward. School improvement calls for setting a target and for having a plan to reach that target. The plan will determine how to get to the data-driven target.

The planning process requires establishing clear responsibilities for everyone involved. This step necessitates partnerships both within schools and across the school and the community. The more people who find a place for themselves in the plan, the more momentum is created for change. Academic standards provide instructional targets for teachers, students and parents. Standards of the heart clearly communicate the expectations for how people and the learning community treat one another. Family and community partnership efforts create a seamless transition of expectations and support for students from the schoolhouse door to their home.

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Figure 5

On Target

How Will We Know We're on Target? What Will We Do If We're Not?

A well-developed plan and a good road map are the keys to describing success and identifying needs along the way. When targets are determined, they are usually long-term targets. School improvements are rarely completed in a single school year. That being the case, it is important to establish benchmarks as guides that help schools move toward their targets of educating students' hearts and minds.

School improvement teams need to pause occasionally to check the impact of their efforts. Regularly revisiting the vision, leadership academic standards, standards of the heart, and family and community involvement allows the team to reassess improvement efforts.

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How Will We Continue to Focus and Sustain School Improvement Efforts?

Education deals with many issues during the course of the school day, the semester, and the school year. Education is not a fluid process; we cannot send children home while we "retool" for school improvement. Educational change is like trying to fix the airplane while it is "enroute". Since our target is long-range, it is critical to remain focused on the target and to keep people motivated to reach that target.

Professional development and continued leadership are key means for sustaining momentum.

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FOUR

Appendixes

A. Selected Resources

B. Common Elements of Reform

C. Wisconsin Equity Framework

APPENDIX A

Selected Resources

Benson, P. *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass, 1997.

Benson's book introduces 40 developmental assets that are the building blocks of healthy development. It includes practical steps that schools, families, and communities can take to increase these assets for youth.

Board of Education of the City of Chicago. *Children First: Self-Analysis Guide*. Chicago: Board of Education of the City of Chicago, Department of Research, Evaluation, and Planning, 1994.

This self-analysis guide is one component of the Chicago Public School's systemwide school improvement initiative—Pathways to Achievement. It is based on five essential supports for student learning: (1) school leadership; (2) student-centered learning environments; (3) parent and community partnerships; (4) professional development and collaboration; and (5) quality learning experiences. *Contact:* Board of Education of the City of Chicago, 1819 West Pershing Road, Chicago, IL 60609; (773) 535-8000.

Bullard, P., and B. Taylor. *Making School Reform Happen*. Boston: Allyn and Bacon, 1993.

This book describes the effective schools improvement process and the individuals who can ensure its success through teaching, leadership, accountability, and commitment. It is based on interviews with 450 people from various backgrounds and perspectives and discusses the philosophy behind the effective schools movement; the potential impact that business strategies have on outcome-based accountability; school-based management; and what reform changes mean for parents and students. *Contact:* Londwood Division, Allyn & Bacon, 160 Gould Street, Needham, MA 02194; (781) 455-1250.

Center for the Development and Study of Effective Pedagogy for African American Learners. *Success Stories of CPAL Exemplary and Recognized Title I Schools/Communities: A Resource for Training*. Houston: Texas Southern University, School of Education, CPAL, 1996.

This report documents how 30 Title I schools in Texas provide an equitable education for significant numbers of African American or low-income students. Researchers identified several common elements among the successful schools, including: (1) clear visions; (2) knowledge of curriculum; (3) mutually determined high performance expectations; (4) demonstrative professionalism; (5) parent and community involvement; (6) strong leadership; (7) attitude formation; (8) ability to implement change; (9) school climate and morale; (10) flexibility; (11) use of technology; (12) high-quality teaching and learning; and (13) effectively targeting resources. *Contact:* Texas Southern University, College of Education, 3100 Cleburne Avenue, Houston, TX 77004; (713) 313-7499.

The Education Trust. *A New Chance: Making the Most of Title I*. Washington, DC: The Education Trust, 1996.

This guide can help practitioners better understand Title I and its implications for schoolwide reform. It recommends introducing Title I to the school community through six steps: (1) preparing for change; (2) organizing a leadership team; (3) choosing an outside advisor; (4) organizing

action groups; (5) putting together a plan; and (6) joining the Education Trust's Title I High Performance Network. The guide includes talking points to highlight the major changes in Title I, a discussion of the advantages of the schoolwide option, and recommendations for organizing the planning process. It outlines the requirements of a Title I schoolwide plan and the components of a schoolwide program. *Contact:* The Education Trust, 1725 K Street, NW, Suite 200, Washington, DC 20006; (202) 293-1217; fax: (202) 293-0073; website: www.edtrust.org

Hord, S. *Professional Learning Communities: Communities of Continuous Inquiry and Improvement.* Austin, TX: Southwest Educational Development Laboratory, 1997.

This literature review defines and describes a professional learning community composed of teachers and administrators; documents what happens when school staff work collectively to ensure increased learning for students; and discusses what is known about creating professional learning communities in schools. The review identifies five attributes of professional learning communities: (1) supportive and shared leadership; (2) collective creativity; (3) shared values and vision; (4) supportive conditions; and (5) shared personal practice. According to the author, this body of research demonstrates improved outcomes for both students and faculties in schools organized as professional learning communities. *Contact:* Southeast Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701; (512) 476-6861; fax: (512) 476-2286.

Joyce, B., and E. Calhoun. *Creating Learning Experiences: The Role of Instructional Theory and Research.* Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

The authors discuss alternative models of teaching and learning that schoolwide planning teams can draw on as they select research-based models for implementing comprehensive school reforms. They examine the conceptual frameworks of proven learning and teaching models developed over the past 30 years. They discuss likely applications for the models and how classrooms can use the models to serve diverse learners. Information is organized according to concept-based frameworks and discusses different contexts in which models are most likely to be useful. This resource can help schoolwide planning team members and other school staff select the most appropriate teaching and learning models for a particular school or group of students. *Contact:* Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453; (800) 933-2723 or (703) 549-9110; fax: (703) 299-8631; e-mail: member@ascd.org; website: www.ascd.org

_____. "An Inquiry, Not a Formula." *Educational Leadership* 52(April 1995)7: 51+.

The authors suggest ways to overcome structural barriers and encourage school renewal through internal reorganization. Under this framework, school improvement plans are hypotheses rather than panaceas. The article explores six hypotheses: (1) reorganizing schedules to provide time for collective inquiry; (2) creating an environment characterized by active democracy and collective inquiry; (3) studying the learning environment; (4) connecting faculties to current research on teaching and learning; (5) restructuring staff development as an inquiry into curriculum and instruction; and (6) having faculties work collaboratively. *Contact:* Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453; (800) 933-2723 or (703) 549-9110; fax: (703) 299-8631; e-mail: member@ascd.org; website: www.ascd.org

The National Network of Partnership Schools, Johns Hopkins University.

Established by Johns Hopkins researchers in 1996, the network brings together schools, districts, and states committed to developing and maintaining strong school, family, and community partnership programs. Each partnership school strengthens its program by addressing six types

of partnerships and by using an action team approach. Districts and states help schools conduct activities. The Wisconsin Department of Public Instruction is a charter member of the network and offers Wisconsin schools and districts membership in a state network as well. The national network website is www.csos.jhu.edu/p2000 and the state website is www.dpi.state.wi.us/dpi/dltcl/bbfcsp/index.html

Search Institute

Founded in 1958, Search Institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance. The Institute collaborates with others to promote long-term organizational and cultural change that supports the healthy development of all children and adolescents. *Contact:* Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415; (800) 888-7828; website: www.search-institute.org

Wisconsin Department of Public Instruction. *Citizenship: Building a World of Good (A Tool Kit for Schools and Communities).* Madison: WDPI, 1998.

A practical tool for schools to use to build character in youth. It includes elements of effective schools, needs assessments, and a simple planning and evaluation process.

_____. *Wisconsin's Framework for Comprehensive School Health Programs.* Madison: WDPI, 1997.

A series of 12 case studies describing local efforts to develop and improve comprehensive school health programs offers a powerful description of strengthening leadership in schools, enhancing teaching about health, coordinating programs and services for students and their families, strengthening family and community connections, and using state resources. This publication is suitable for school community planning groups and others seeking to better understand how such programs evolve. Also available on the website at www.dpi.state.wi.us/dpi/dlsea/sspw/casestdy.html

Wisconsin Equity Framework

Educational Equity and School Improvement

Educational equity and school improvement are mutually inclusive goals. Excellence cannot exist without equitable experiences and results for all students. While educators make many efforts to "level the playing field" for all students, we know that some groups of students do not experience equal learning opportunities and do not achieve at the academic and citizenship levels necessary. Such groups of students include: children and youth who are female or male (depending on the academic subject), immigrants, ethnic minorities, American Indians, the migrant or homeless, the neglected or delinquent, those limited in their English language proficiency, individuals with disabilities, and children and youth who live in high poverty areas.

"Educational excellence" describes the condition that exists when educational programs challenge learners-regardless of their race, national origin, gender, sexual orientation, disability, or socio-economic status-to perform at the boundary of their individual abilities and to test and extend their limits in school, at home, at work, and as citizens. This condition reflects fairness and high expectations for all learners and also provides alternatives and support to help students reach them.

"Educational equity" means the educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or under-represented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practice in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned and systemic and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Educational equity activities promote the real possibility of equality of educational *results* for each student and between diverse groups of students.

Major educational equity strategies include:

1. collecting, analyzing, and using disaggregated assessment data to make educational decisions and to establish school improvement efforts.
2. analyzing the intersections of gender, race, culture, disability, class, and orientation that collide to influence teaching and learning.
3. involving parents and citizens representative of all the diversity in the community, thereby affirming the growing pluralism that exists.
4. developing and delivering equitable and inclusive curriculum, extracurricular activities, and student services.
5. practicing equitable and inclusive instruction, such as accelerated learning, cooperative learning, reciprocal learning, active learning, de-tracking, de-grouping, and reducing differential expectations or treatment of students.
6. ensuring equitable classroom and school environments in which all students see their culture and other cultures authentically and positively portrayed.
7. providing meaningful professional development opportunities to build capacity for addressing equity and diversity (awareness level to advanced skill building).

8. improving leadership and administrative practice that enhances and takes responsibility for continually advancing the ideals of equity and diversity.
9. delivering equitable counseling and guidance, other student services, and citizenship experiences which support equity and diversity, expand educational planning and career options, promote resiliency, reduce prejudice and increase self-understanding and positive identity development for all youth.
10. restructuring school organizations to achieve greater educational equity by changing the roles, rules, and relationships that influence how people work, learn and interact. Democratic, inclusive, and peaceful principles are developed and practiced.
11. creating collaborations among schools, employers, and communities that provide opportunities for prejudice reduction, celebrating diversity and citizenship. Meaningful and ongoing involvement and partnership with diverse community members is essential.
12. promoting equity and nurturing diversity through public information and school organizations and activities.

A Framework for Monitoring Equity and Access

What makes the question of equal educational opportunities especially complex is that it results from a combination of many factors in a school, not any single one. Often these factors operate at an invisible or undetected level. The first step is to recognize all of the areas of schooling that influence educational equity. A school must look and strive for a pattern of access and equity across all aspects of students' education. The Tools for Accountability Project (Annenberg Institute for School Reform) has identified seven areas that influence the degree of access and equity in a school. Collecting data and reflecting on these seven areas must be included in all school improvement efforts. They are:

1. *Access equity*
   (opportunity to learn standards; de-tracking; equal access to classes, programs, and schools)
2. *Fiscal and budgetary equity*
   (investment per pupil, support services available per pupil, special programs funded, and investment per teacher)
3. *Pedagogical equity*
   (instructional techniques, classroom management, educator expectations)
4. *Input equity*
   (class size, quality of facilities, resources including computers and books)
5. *Output equity*
   (student achievement, test scores, citizenship, post-school earning, and other indicators of well-being)
6. *Curricular equity*
   (culturally inclusive and responsive lessons, bias-free assessment)
7. *Attitudes and assumptions around equity, diversity, fairness, and inclusiveness*
   (staff and student learning about diversity; shared understanding of the dynamics and experience of difference; understanding of how culture (broadly defined) affects learning; positive and welcoming climate for all (students, families, and communities); cross-cultural communication skills; evidence of application of new knowledge gained from ethnic studies, gender studies, and so forth)

Implementation Report: How Did This Guide Work for You?

As you review the *Characteristics of Successful Schools Guide*, please keep in mind this is a "living" document. Information sessions on this guide have been presented to the teams at DPI during the spring/summer of 2000. In addition, members from several DPI teams will be using this guide as they work with schools on issues related to school/institutional effectiveness. Selected team members have been asked to evaluate the effectiveness of the guide and develop activities that can be used as technical assistance is provided on school/institutional effectiveness.

The *Characteristics of Successful Schools Guide* is also available electronically through the DPI website: www.dpi.state.wi.us. It is located within the Wisconsin Information Network for Successful Schools (WINSS) web pages.

Please share your feedback on this guide by filling out the form on the next page. Return it to

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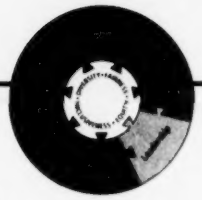
Characteristics of Successful Schools



Implementation Report

Role of person completing this evaluation

- ❑ Administrator
- ❑ Parent
- ❑ Pupil Services
- ❑ Student
- ❑ Teacher
- ❑ Other *Specify* _____

How did you receive a copy of the *Characteristics of Successful Schools* guide?

_____

How have you used the guide

- ❑ Program Planning
- ❑ Program Evaluation
- ❑ Grant Writing
- ❑ Staff Development
- ❑ School Improvement Process
- ❑ Other *Specify* _____

What did you like about the guide?

_____

_____

What could have been included in the guide but wasn't?

_____

_____

Was there any area of the guide that you feel could have been further developed? How so?

_____

_____

Optional Information

Name	Telephone *Area/No.*

Address *Street, City, State, Zip*

_____

Please return this form to: Elaine Granke, Title I Team, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841. Email address: g.elaine.granke@dpi.state.wi.us